

## Phase One: WWB Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

### **William Wells Brown Elementary**

Jay Jones  
555 East Fifth St  
Lexington, Kentucky, 40508  
United States of America

Last Modified: 10/27/2018

Status: Open

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

In fall 2018, a climate and culture survey went home to parents. According to the data, the majority of parents who responded feel their interactions with school staff are trusting and respectful. However, only 60 parents submitted responses. We will explore additional avenues to receive feedback from parents including social media and email. Past TELL Survey data reflects that teachers would like additional opportunities to provide input and participate in shared decision-making. In fall 2018, we are establishing a School Success Team that will meet at least once per month. The group will include representatives from each grade level, special areas, special education, support staff, and school leadership. Topics of discussion will include vertical planning, collaborative decision-making on school initiatives, shared leadership, and data analysis. Team members will share initiatives with staff, present during staff meetings, and help hold staff accountable to school initiatives. This will help alleviate top-down only directives in our school. In fall 2018, a climate and culture survey was given to all students in grades 3-5. The majority of students responded that teachers are honest, fun, caring, and active.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Due to our CSI status, our school no longer has a SBDM Council. However, our school will have an Advisory Council that meets monthly to regularly communicate with our stakeholders. Advisory Council members include the Principal, 3 teachers, 2 parents, and 3 community partners. However, all parents and partners are welcome to attend. The teacher and parent members are those who were previously elected members of our SBDM Council. All meetings will occur after school to accommodate parent work schedules. The Council will serve as a Think Tank and monitoring group for school initiatives, reviewing data and examining the programs and services provided to our students. The Advisory Council will also serve as the advisory group for our 21st Century Community Learning Center program (21st CCLC). The 21st CCLC provides academic support and enrichment to students in grades K-5 after school and during the summer. The 21st

CCLC is a vital component of our school-wide program, supporting instruction and providing a fun and safe environment for our students. The monthly agenda for the Advisory Council will be as follows: 1. Good News Report 2. Student Achievement Data a. Academic (Achievement and Growth): b. Attendance: c. In/Out of School Suspension: 3. Budget 4. CSIP 5. Family/Community Engagement 6. Support Team Progress Update The Principal or PGES Coach will attend WWB Neighborhood Association meetings throughout the year to share achievement data and provide updates on school initiatives. In fall 2018, the Principal will implement Breakfast with the Principal to allow additional opportunity for parents to share ideas and concerns. Each session will have a focus topic. All parents will be invited. The Principal will share information and have time for parents to ask questions and provide input.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Schools- WWB 18-19

Phase Two: The Needs Assessment for Schools

**William Wells Brown Elementary**

Jay Jones  
555 East Fifth St  
Lexington, Kentucky, 40508  
United States of America

Last Modified: 12/10/2018

Status: Open

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.



## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

MAP: The analysis steps for teachers with assistance from administrators are follows: Complete MAP data analysis documents using MAP reports to identify class data trends, as well as individual student data trends. This will allow us to plan for more explicit Tier 1 instruction and remediation for struggling students. Teachers complete Class Progress Data Forms using data both previous year's data AND fall data. This will allow us to further break down individual students' achievement information to determine learning gaps and plan for differentiated/Tiered instruction. Students scoring at the 40th percentile and below on MAP are to be FAST benchmark tested. Students scoring at or below the 20th percentile on FAST benchmark assessments are to be included in Tier 2/3 intervention, and will be progress monitored using FAST progress monitoring probes. Small groups will be planned/adjusted based on individual needs of students. Systematic Problem Solving meetings will be held bi-weekly to analyze intervention data, including FAST progress monitoring assessments, to determine whether intervention is working. If intervention is not successful, a change in instructional program will be made. Students who continue to make little to-no progress may move toward referral or the intervention will be changed. KPREP: Data is analyzed by the school administrative team to identify trends, celebrations, and areas of concern (grade level, teacher, subject area, etc.). The data is then shared with school staff during a staff meeting. Teachers are walked through a data analysis process to identify trends, celebrations, and concerns across the school. Individual student data is later given to teachers to analyze. MAP, KPREP, and GRL data is collected and posted on a school data wall. Each student has a data card with MAP, KPREP, and GRL level. The data wall serves as a school-wide monitoring tool to observe growth throughout the school year. Each month GRLs are changed based on assessment data. After each MAP testing window, MAP scores are updated. KPREP data is shared with the Advisory Council each fall and with the PTA. We want all stakeholders to be aware of our students performance data.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Spring 2018 KPREP: Proficiency (Reading and Math)- 35.8 Separate Academic Indicator (Science, Social Studies, Writing)- 39.4 Growth- 15.7 Reading- 69.4% of 3rd graders Novice, 52.8% of 4th graders Novice, 53.8% of 5th graders Novice Math- 40.8% of 3rd graders Novice, 56.6% of 4th graders Novice, 38.4% of 5th graders Novice Our school has a CSI status (Comprehensive Supports and Improvements) Fall 2018 Brigance Kindergarten Screener: 79% not ready for kindergarten 21% ready for kindergarten 17-18 PBIS: Top 3 behavior infractions- 1. Physical Aggression 2. Disruptive Behavior 3. Failure to Follow Directions Average behavior referrals per day- 2.54 Out of school suspensions- 2 Fall 2018 Free/Reduced Lunch: 96% of students qualify. Our school has the highest percentage of free/reduced lunch of all schools in our district.

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Weaknesses: Fall 2018 Brigance Kindergarten Screener- 79% not ready for kindergarten Spring 2018 KPREP Reading- 69.4% of 3rd graders Novice, 52.8% of 4th graders Novice, 53.8% of 5th graders Novice Spring 2018 KPREP Math- 40.8% of 3rd graders Novice, 56.6% of 4th graders Novice, 38.4% of 5th graders Novice

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## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

**School PBIS Data:** Our Tier 1 PBIS plan is strong. It is a model program that focuses on the positive. Daily, whole classrooms and individual students have multiple opportunities to be acknowledged for making positive choices. Our data shows that out of school suspensions have decreased significantly over the past 4 years. As well, in school suspensions have decreased. We have worked hard to limit the number of minutes assigned for in school suspension. We're still working to decrease the number of level 3 behaviors exhibited by our students. We've identified a group of students who display level 3 behaviors most often. Our support staff (Guidance Specialist, Social Worker, PBIS Coach, School Clinic) are providing support to these students.

**School KPREP, MAP, and Brigance Data:** The majority of our students are in more than one gap group (minority, low-income, ELL, special education). The majority of our students qualify for free/reduced lunch. Our students continue to under-perform in literacy and math. KPREP and MAP data both reflect a need for ongoing support in both areas. Brigance Kindergarten Screener data shows the majority of Kindergarten students are not ready to enter school. In 16-17, 17.6% of our students were Kindergarten Ready. In 17-18, 29.4% were Kindergarten Ready. In 18-19, 21% were Kindergarten Ready.

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP 2- Design and Deliver Instruction: A. Establish a process to ensure congruency is present between standards, learning targets, and assessment measures. B. Plan strategically in the selection of high yield instructional strategy usage within lessons. C. Increase collaboration in deconstructing standards and developing congruent learning targets.

### **ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Fall 2017 to Fall 2018 MAP data shows that most grade levels are meeting or exceeding expected growth in math and reading. During the 17-18 school year, all grade levels met or exceeded expected growth in reading and math. Out of school suspensions are decreasing each year. There were 6 in the 16-17 year and 2 in the 17-18 year. Spring 2018 KPREP results show that our school missed the Growth Cut Score by just 1/10 of point. Our growth score was 15.7, with the cut score being 15.8.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## Phase Two: School Assurances- WWB 18-19

Phase Two: School Assurances

**William Wells Brown Elementary**

Jay Jones  
555 East Fifth St  
Lexington, Kentucky, 40508  
United States of America

Last Modified: 10/26/2018

Status: Open



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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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# **William Wells Brown Elementary School**

**CSIP 2018-2019**

**MAKE THINGS HAPPEN!**



# Novice Reduction for Gap Closure



# Continuous Improvement Planning Cycle

Combined Workbook for:

## ***Phase 3 - Plotting the Course***

- **Establishing Goals, Objectives, Strategies and Activities**

**AND**

[Document subtitle]

## **Phase 4 – *Making District/School Improvement Continuous***

- **Progress Monitoring and Evaluation**

**IMPORTANT NOTE:**

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4  
Adapted by Kelli Prater, Continuous Improvement Coach

**This workbook has been adapted from the original *Goal Builder Template* located on KDE’s Continuous Improvement webpage (<https://education.ky.gov/school/csip/Pages/default.aspx>). This adaptation will allow for the document to serve as a “one-stop” location for both the plan and the continuous monitoring and evaluation during this year’s implementation period. The planning of goals, objectives, strategies and activities that are required of the Continuous Improvement Cycle - Phase 3 process look just as they did in the original template. The adaptation will allow for support in the Phase 4 process of continuous monitoring and evaluation using the 30-60-90 day planning format. Additional planning and quality tools for continuous improvement can be located on the Novice Reduction webpage (<https://education.ky.gov/school/stratclsgap/Pages/default.aspx>).**

# Comprehensive Improvement Plan for Districts

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: Increase Proficiency in Combined Reading and Math from 21.6 to 60.8 by 2022-2023, as measured by state required academic assessments.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase Proficiency in Combined Reading and Math from 21.6 to 29.44 by 2019</p>	<p><b>KCWP 2:</b> Develop a systematic approach to meet the Tier I educational needs of all student.</p>	<p><b>Process:</b> Ensure congruency and rigor is present between standards, learning targets, and assessment measures.</p>	<p>*increase in number of students scoring Proficient in Reading and Math as evidenced by the state assessment and common assessments</p>		

as measured by state required academic assessments.	Hattie Visible Learning- Explicit teaching strategies Effect Size .57				
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**Fully Implemented**

**Partially Implemented**

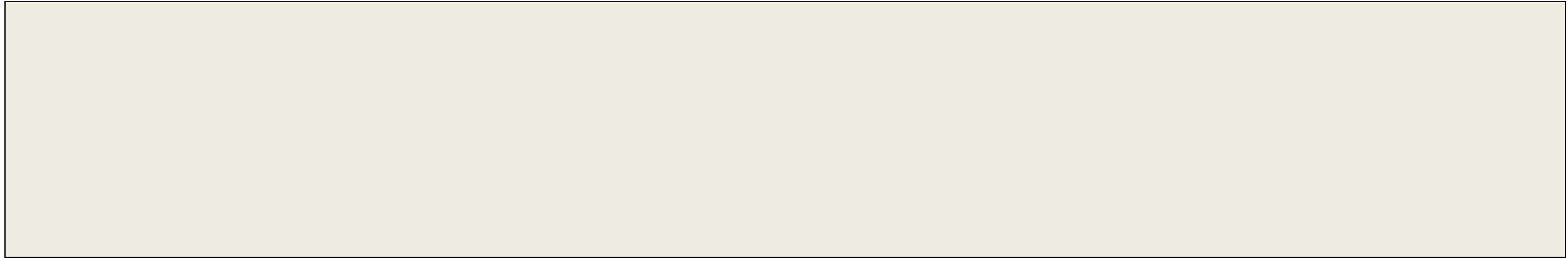
**Not Implemented**

**Horizon Goal:**

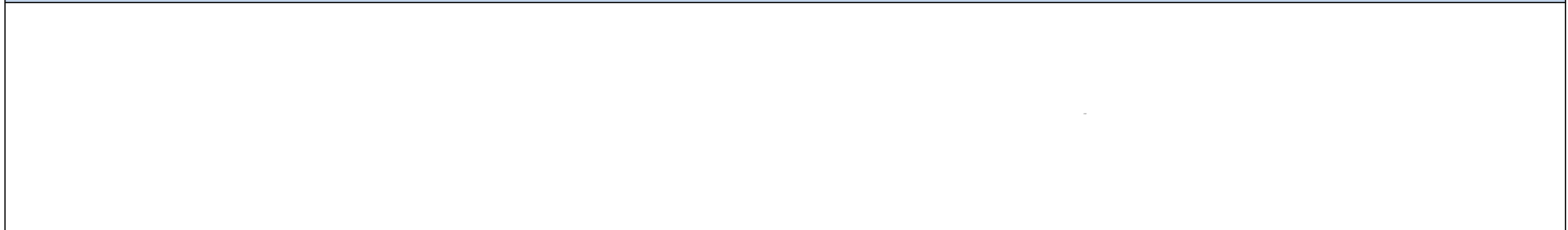
Increase Proficiency in Combined Reading and Math from 21.6 to 60.8 by 2022-2023, as measured by state required academic assessments.

**180 Day Goal:**

Increase Proficiency in Combined Reading and Math from 21.6 to 29.44 by 2019 as measured by state required academic assessments.



**In the first 30 days, we will know we're successful when:**  
We developed strong PLC protocols/goals for all grade levels



**The measures/evidence we will use are:**

- -New template developed for lesson plans -PLC goals developed and agreed upon

**First 30 days action strategies:**

**Who is  
responsible  
(team leader(s)?**

**Deadline?**

**What is the plan for communication?**

<p>Practice:          Develop assignments and activities reflect the learning targets students have had the opportunity to learn.          (During PLCs- included in lesson plans)</p>	<p>WWB          Leadership          Team,          Grade Level          Teachers</p>	<p>Jan. 30,          2019</p> <p>On-going,          during          each PLC</p>	<p>PLC agendas/notes</p>
<p><b>If we are not successful, we will:</b></p>			

- Collaborate with teachers to adjust the lesson planning template, have staff meetings/PLCs for standards deconstruction, have staff meetings/PLCs to introduce high yield instructional and engagement strategies, have staff meetings/PLCs on higher order thinking questions

**In 60 days, we will know we are successful when:**

- PLCs are running smoothly with established protocols
- Lesson plans include all agreed upon components

**The measures/evidence we will use are:**

- Staff meeting and PLC agendas and minutes, Lesson Plans

60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Practice: Plan for and implement active student engagement strategies.	Katina Brown-District Support Staff	Feb. 28, 2019	Staff Meeting agenda/notes
<p><b>If we are not successful, we will:</b></p>			

- Leadership team will monitor lesson plans and observe implementation during instruction

**In 90 days, we will know we are successful when:**



- vocabulary, differentiation, higher order thinking questions, defined cycle of instruction, and learning targets: All regularly incorporated into lesson plans and observed during instructional observations

**The measures/evidence we will use are:**

- PLC minutes/agendas, Lesson Plans, class observations

90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<p>Practice: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Teachers, WWB Leadership Team</p>	<p>March 30, 2019</p>	<p>PLC agendas and minutes</p>
<p><b>If we are not successful, we will:</b></p>			

- Leadership team will monitor lesson plans and observe implementation during instruction

**In 120 days, we will know we are successful when:**



**The measures/evidence we will use are:**

- 

<b>120 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

- 

**In 150 days, we will know we are successful when:**



**The measures/evidence we will use are:**

-

150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> <li>•</li> </ul>			
<ul style="list-style-type: none"> <li>•</li> </ul>			

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<ul style="list-style-type: none"><li>•</li></ul>			
<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			

**In 180 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>180 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

•			
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•			
<b>If we are not successful, we will:</b>			

- 

**Projected Next Steps:**

- 

## 2: Separate Academic Indicator

Goal 2: Increase Proficiency in the Separate Academic Indicator (Science, Social Studies, Writing) from 17.2 to 44.8 by 2022-2-23, as measure by state required academic assessments.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1: Increased Proficiency in the Separate Academic Indicator (Science, Social Studies, Writing) from 17.2% to 22.72% in 2019.</p>	<p><b>KCWP2:</b> Develop a systematic approach for the design and delivery of a high quality instructional program in the areas of Science, Social Studies, and Writing to ensure that all students are receiving highly effective Tier 1 instruction.</p> <p>Hattie Visible Learning- Direct instruction Effect Size .60</p>	<p><b>Condition:</b> Increase collaboration in deconstructing standards and developing congruent learning targets.</p>	<p>*increase in number of students scoring Proficient in Science, Social Studies, and Writing on the state assessment and common assessments</p>		

**Fully Implemented**

**Partially Implemented**

**Not Implemented**

**Horizon Goal:**

Increase Proficiency in the Separate Academic Indicator (Science, Social Studies, Writing) from 17.2 to 44.8 by 2022-2-23, as measure by state required academic assessments.

**180 Day Goal:**

Increased Proficiency in the Separate Academic Indicator (Science, Social Studies, Writing) from 17.2% to 22.72% in 2019.

- 

**In the first 30 days, we will know we are successful when:**

We've started developing vertical plans for Science, Social Studies, and Writing K-5

**The measures/evidence we will use are:**

Meeting minutes/agendas, vertical plans

**First 30 days action strategies:**

**Who is responsible  
(team leader(s)?)**

**Deadline?**

**What is the plan for communication?**

<p>Practice:          Ensure that students understand the success criteria within each learning target.          (“Our learning target for today is _____, and we will know we are successful when we _____.”)</p>	<p>Leadership team          and grade level          teachers</p>	<p>Jan. 30,          2019</p>	<p>PLC agendas/minutes</p>
<p><b>If we are not successful, we will:</b></p>			
<ul style="list-style-type: none"> <li>• Collaborate with our district support team on the delivery of Science, Social Studies, and Writing</li> </ul>			

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**In 60 days, we will know we are successful when:**

We've started developing a vertical plan for Science, Social Studies, and Writing K-5

**The measures/evidence we will use are:**

Lesson Plans, PLC agendas/minutes, Whole Staff PLC agendas/minutes

**60 days action strategies:**

**Who is responsible  
(team leader(s)?)**

**Deadline?**

**What is the plan for communication?**

Practice:  
Use formative and summative evidence to inform what comes next for individual students and groups of students

Leadership team  
and grade level  
teachers

Feb. 28,  
2019

**If we are not successful, we will:**



- Collaborate with our district support team on the delivery of Science, Social Studies, and Writing

**In 90 days, we will know we are successful when:**

We've started finalizing vertical plans for Science, Social Studies, and Writing K-5

**The measures/evidence we will use are:**

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90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Practice: Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).	School Success Team- Leadership team and grade level teachers	March 30, 2019	PLC agendas/minutes

**If we are not successful, we will:**

- Collaborate with our district support team on delivery of instruction for Science, Social Studies, and Writing.

**In 120 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> <li>•</li> </ul>			
<ul style="list-style-type: none"> <li>•</li> </ul>			

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<ul style="list-style-type: none"><li>•</li></ul>			
<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			



**In 150 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>150 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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<b>If we are not successful, we will:</b>			

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**In 180 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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**180 days action strategies:**

**Who is responsible  
(team leader(s)?)**

**Deadline?**

**What is the plan for communication?**

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**If we are not successful, we will:**

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**Projected Next Steps:**

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### 3: Gap

Goal 3: Increase the Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 21.35 to 60.675 by 2022-2023, as measured by state required academic assessments.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1: Increase the Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 21.35 to 29.215 in 2019.</p>	<p><b>KCWP 1:</b> Establish a protocol for reviewing and revising the curriculum beyond pacing and processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards. (during whole staff PLCs)</p>	<p><b>Process:</b> Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p> <p><b>Process:</b> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>*increase in number of Free/Reduced Lunch students scoring Proficient in Reading and Math on the state assessment and on common assessments</p>		


Objective 2					


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**Horizon Goal:**

Increase the Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 21.35 to 60.675 by 2022-2023, as measured by state required academic assessments.

**180 Day Goal:**

Increase the Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 21.35 to 29.215 in 2019

**In the first 30 days, we will know we are successful when:**  
Vertical planning has occurred during staff meetings

**The measures/evidence we will use are:**

- Staff meeting agendas/minutes

First 30 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Practice: Review and conduct cyclic curriculum reviews/checks within the PLC.	Leadership Team, grade level teachers	Jan. 30, 2019 and on-going	Staff Meeting agenda/notes
If we are not successful, we will:			

- Collaborate with our district support team on training (high yield strategies, active engagement)

**In 60 days, we will know we are successful when:**

We've had vertical planning sessions on identified standards and high yield/active engagement strategies are being included in lesson plans

**The measures/evidence we will use are:**

- Meeting agendas/minutes, lesson plans

60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<p>Practice: Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</p>	<p>Leadership Team, grade level teachers</p>	<p>Feb. 28, 2019 and on-going</p>	<p>Staff Meeting agenda/notes</p>
<p><b>If we are not successful, we will:</b></p>			

- Collaborate with our district support team on training (high yield strategies, active engagement)

**In 90 days, we will know we are successful when:**

We've had vertical planning sessions on identified standards and high yield/active engagement strategies are being included in lesson plans

**The measures/evidence we will use are:**

- Meeting agendas/minutes, lesson plans



90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<p>Practice:            Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>Leadership Team, grade level teachers</p>	<p>March 30, 2019 and on-going</p>	<p>Staff meeting agendas/minutes</p>

<ul style="list-style-type: none"> <li>• During PLCs, strategically select high yield instructional strategies and active engagement strategies for use in lessons.</li> </ul>	<p>Leadership Team, grade level teachers</p>	<p>April 10, 2019 and on-going</p>	<p>PLC meeting agendas/minutes</p>
<ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>If we are not successful, we will:</b></p>			

- Collaborate with our district support team on training (high yield strategies, active engagement)

**In 120 days, we will know we are successful when:**



**The measures/evidence we will use are:**

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<b>120 days action strategies:</b>	<b>Who is responsible (team leader(s))?</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

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**In 150 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> <li>•</li> </ul>			
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<ul style="list-style-type: none"><li>•</li></ul>			
<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			

**In 180 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>180 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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<b>If we are not successful, we will:</b>			

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**Projected Next Steps:**



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**4: Graduation rate**

Goal 4 Not Applicable

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1					


Objective 2					




<b>Horizon Goal:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>180 Day Goal:</b>

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**In the first 30 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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<b>First 30 days action strategies:</b>	<b>Who is responsible (team leader(s)?</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

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**In 60 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>60 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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**If we are not successful, we will:**

<ul style="list-style-type: none"><li>•</li></ul>
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**In 90 days, we will know we are successful when:**



**The measures/evidence we will use are:**

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<b>90 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

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**In 120 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> <li>•</li> </ul>			
<ul style="list-style-type: none"> <li>•</li> </ul>			



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<ul style="list-style-type: none"><li>•</li></ul>			
<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			

**In 150 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>150 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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<b>If we are not successful, we will:</b>			

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**In 180 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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<b>180 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

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**Projected Next Steps:**

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## 5: Growth

Goal 5: Decrease the percentage of students classified as *than Catch Up* to *Catch up* from 48.85% to 24.425% by 2023, as measured by state required academic assessments.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1: Decrease the percentage of students classified as <i>than Catch Up</i> to <i>Catch up</i> from 48.85 to 43.96 by 2019, as measured by state required academic assessments.</p>	<p><b>KCWP 5:</b> Develop a systematic MTSS (academic and behavioral/ PBIS process) that ensure appropriate intervention are taking place and being monitored to meet the needs of all students.</p>	<p><b>Process:</b> Develop a clearly define RTI school process with applicable checklist and documentation tools including information as service frequency, intervention, strategies, smart goal measurement and progress monitoring checks..</p> <p><b>Condition:</b> Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</p>	<p>*decrease in number of students scoring Novice in Reading and Math on the state assessment and on common assessments</p>		
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Objective 2					







**Horizon Goal:**  
Decrease the percentage of students classified as *than Catch Up* to *Catch up* from 48.85% to 24.425% by 2023, as measured by state required academic assessments.

**180 Day Goal:**

Decrease the percentage of students classified as *than Catch Up* to *Catch up* from 48.85 to 43.96 by 2019, as measured by state required academic assessments.

**In the first 30 days, we will know we are successful when:**

- Our MTSS system is reviewed by district MTSS staff

**The measures/evidence we will use are:**

- Strengths and areas of growth of our MTSS system are identified and addressed

**First 30 days action strategies:**

**Who is responsible  
(team leader(s))?**

**Deadline?**

**What is the plan for communication?**

<p>Practice: Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p>	<p>Leadership Team, District MTSS staff</p>	<p>Jan. 30, 2019</p>	<p>MTSS Meeting agenda/notes</p>
<p>Practice: Assure consideration and addressment of non-academic barriers to learning.</p>	<p>School guidance, Social work, FRC staff</p>	<p>Jan. 30, 2019</p>	<p>MTSS meeting agendas/notes, Work logs of Guidance, Social Work, and FRC Staff</p>

**If we are not successful, we will:**

- Collaborate with district MTSS staff to schedule additional intervention observations (Tier 2 and 3)

**In 60 days, we will know we are successful when:**

- MTSS fidelity checks completed, PD plan developed and implemented, Staff training has occurred

**The measures/evidence we will use are:**



- Meeting agendas/minutes, implementation of strategies learned during PD

60 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
Practice: Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; numeracy).	Leadership team, grade level teachers	Feb. 28, 2019	MTSS agendas/minutes

**If we are not successful, we will:**

- Collaborate with district MTSS staff to develop training and conduct fidelity checks

**In 90 days, we will know we are successful when:**

- **Staff are trained on the MTSS process and have received feedback from fidelity checks**

**The measures/evidence we will use are:**

- Meeting agendas/minutes, feedback notes

90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Practice: Use collection of assessment artifacts to inform next steps for individual students and groups of students	Leadership Team, MTSS Coach as lead, grade level teachers	March 30, 2019	MTSS agendas/minutes Intervention group lesson plans

**If we are not successful, we will:**

- Collaborate with district MTSS staff on staff training needs and next steps

**In 120 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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120days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
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<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			

**In 150 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>150 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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<b>If we are not successful, we will:</b>			

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**In 180 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

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<b>180 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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**If we are not successful, we will:**

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**Projected Next Steps:**

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## 6: Transition Readiness

Goal 6: Increase the percentage of 5<sup>th</sup> grade students who are “transition ready” in Math from 32% to 82% and in Reading from 28% to 78%, as measured by Proficiency on district required academic assessments, by the 2022-2023 school year. Our district uses the NWEA MAP Assessment.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1:  Increase the percentage of 5<sup>th</sup> grade students who are “transition ready” in Math from 32% to 42% and in Reading from 28% to 38% , as measured by Proficiency on the NWEA MAP Assessment by 2019.</p>	<p><b>KCWP 4:</b>  Develop a systematic process for teacher to monitor student process on standard in order to know when they have achieved mastery.</p>	<p><b>Process:</b>  Develop a tracking system for monitoring students achievement progress by learning target and standard</p>	<p>*increase percentage of 5<sup>th</sup> grade students scoring Proficient in Reading and Math tracking of standards based learning target, standard and on the NWEA MAP Assessment in Spring 2019</p>		


Objective 2					




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**Fully Implemented**

**Partially Implemented**

**Not Implemented**

**Horizon Goal:**

Increase the percentage of 5<sup>th</sup> grade students who are “transition ready” in Math from 32% to 82% and in Reading from 28% to 78%, as measured by Proficiency on district required academic assessments, by the 2022-2023 school year. Our district uses the NWEA MAP Assessment.

**180 Day Goal:**

Increase the percentage of 5<sup>th</sup> grade students who are “transition ready” in Math from 32% to 42% and in Reading from 28% to 38% , as measured by Proficiency on the NWEA MAP Assessment by 2019.

**In the first 30 days, we will know we are successful when:**

- We’ve selected a goal calculator and aligned data analysis meetings with the district pacing guide

**The measures/evidence we will use are:**

- PLC meeting agenda/minutes
- Data analysis and use of goal calculator

**First 30 days action strategies:**

**Who is responsible  
(team leader(s)?)**

**Deadline?**

**What is the plan for communication?**

<p>Practice: Ensure that students have an opportunity to “unpack” standards.</p>	<p>Leadership team, Grade level teachers</p>	<p>Jan. 30, 2019</p>	<p>PLC agendas/minutes, Lesson plans</p>
<p><b>If we are not successful, we will:</b></p>			
<ul style="list-style-type: none"> <li>• Collaborate with our district support team on test item analysis</li> </ul>			

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**In 60 days, we will know we are successful when:**

We're using the data to change instruction

**The measures/evidence we will use are:**

- Lesson Plans, Meeting agendas/minutes

<b>60 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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<p>Practice: Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).</p>	<p>Leadership team, Grade level teachers</p>	<p>Feb. 28, 2019</p>	<p>PLC agendas/minutes, Lesson Plans</p>
<p><b>If we are not successful, we will:</b></p>			
<ul style="list-style-type: none"> <li>• Collaborate with our district support team on test item analysis</li> </ul>			



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**In 90 days, we will know we are successful when:**

We're using the data for instructional decisions

**The measures/evidence we will use are:**

- Lesson plans, Meeting agendas/minutes

**90 days action strategies:**

**Who is responsible  
(team leader(s)?)**

**Deadline?**

**What is the plan for communication?**

<p>Practice: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Leadership team, Grade level teachers</p>	<p>March 30, 2019</p>	<p>PLC agendas/minutes, lesson plans</p>
<p><b>If we are not successful, we will:</b></p>			
<ul style="list-style-type: none"> <li>• Collaborate with our district support team on test item analysis</li> </ul>			

**In 120 days, we will know we are successful when:**



**The measures/evidence we will use are:**

<ul style="list-style-type: none"> <li></li> </ul>			
<b>120 day action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li></li> </ul>			

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•			
<b>If we are not successful, we will:</b>			

- 

**In 150 days, we will know we are successful when:**

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**The measures/evidence we will use are:**

- 

<b>150 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
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•			

**If we are not successful, we will:**

- 

**In 180 days, we will know we are successful when:**



**The measures/evidence we will use are:**

-

180 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> <li>•</li> </ul>			
<ul style="list-style-type: none"> <li>•</li> </ul>			

•			
•			
•			

<ul style="list-style-type: none"><li>•</li></ul>			
<b>If we are not successful, we will:</b>			
<ul style="list-style-type: none"><li>•</li></ul>			



**Projected Next Steps:**

-

# Documenting Evidence-based Teaching Practices

**District:** Fayette County Public Schools

**School:** William Wells Brown Elementary, where we **MAKE THINGS HAPPEN!**

**Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).**

1. Cooperative Learning: John Hattie effect size of .55  
"In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another."  
(Barkley, et al, 2005)  
"A synthesis of research about cooperative learning finds that cooperative learning strategies improve the achievement of students and their interpersonal relationships. In 67 studies of the achievement effects of cooperative learning 61% found significantly greater achievement in cooperative than in traditionally taught control groups. Positive effects were found in all major subjects, all grade levels, in urban, rural, and suburban schools, and for high, average, and low achievers." (Slavin, 1991)
2. Instructional scaffolding: John Hattie effect size of .82  
"...scaffolding enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts." "...scaffolds require the adult's controlling those elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence." (Wood et al. 1976)
3. Direct Instruction: John Hattie effect size of .6  
"Among the interventions categorized as having the "strongest evidence of effectiveness" Direct Instruction was found to have the largest average effect size and to be grounded in the greatest number of studies—49 studies containing a total of 182 comparisons."  
(Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003)
4. Feedback: John Hattie effect size of .7  
"Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom." (Brookhart, S. M. ,2008)

**Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.**

Implementation checks by internal and external coaches will occur:

Implementation will be monitored by the school leadership team (Principal, PGES Coach, SBIS, and MTSS Lead) and grade level teachers. Implementation will also be monitored by district support staff (School Chief, Curriculum and Instruction Staff). Classroom observations will occur with data collection, followed by feedback and coaching for staff who need additional support. Observations will focus on the implementation of the four identified high yield strategies.

PLCs will occur:

PLCs will be used to intentionally embed the four identified high yield strategies into daily lesson plans. The lesson plan template will require teachers to include cooperative learning strategies, how scaffolding will occur, the delivery of direct instruction, and how student feedback will be given.

**Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.**

A data collection and reflection structure will occur:

- Classroom observation data collected and summarized using the ELEOT observation tool (observations conducted by school leadership team and district support team)
- Collegial classroom visit data collected and summarized using the Instructional Rounds process (observations conducted by classroom teachers)
- Standards mastery checks- weekly formative assessments, common unit assessments, NWEA MAP

## Phase Three: Closing the Achievement Gap Diagnostic- WWB 18-19

Phase Three: Closing the Achievement Gap Diagnostic

**William Wells Brown Elementary**

Jay Jones  
555 East Fifth St  
Lexington, Kentucky, 40508  
United States of America

Last Modified: 12/11/2018

Status: Open

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Based on KPREP results, MAP scores, DRA levels, and FAST assessments, our school has many students underperforming in reading and math. We use Reading Wonders Teachers for Tier 1 Reading. Staff have received training and will receive ongoing professional support throughout the school year. In addition, students receive ELA instruction through Guided Reading lessons based on individual reading levels for Tier 2. Based on MAP and FAST assessments, our school utilizes Connecting Math Concepts (CMC), AVMR, and evidence based strategies to address Math needs at Tier 2 and Tier 3. CMC is a Direct Instruction Program that develops basic math skills for working below level. School staff are participating in district initiatives to support instruction including Co-teaching. Co-teaching PD supports the needs of students in collaborative learning classrooms. Strategies learned are shared during staff meetings and PLCs. Our school has a 21st Century Community Learning Program to provide extended learning opportunities for our students. Students in grades K-5 are able to stay after school for additional reading and math instruction from certified staff. Students also participate in enrichment opportunities. The 21st Century Program also provides a 5-6 week summer school program. Our ESS program also provides support for students. Students get additional reading and math support from certified staff. To address Early Childhood educational needs, we offer two full day Pre-school classes. Our Pre-school is a collaborative program with Head Start. Both classes have a FCPS certified teacher, a Head Start Teacher, and a Head Start Para. To increase parental and community involvement, our school has an Advisory Council that meets monthly to get input from parents and community members on school initiatives. We have several Title One Family Nights throughout the school year as well to involve and educate parents. The FCPS District PTA is working with us to strengthen our PTA and build strong partnerships.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our school motto is "Make Things Happen!" The staff of William Wells Brown work for the success of our students, families, and the surrounding community. We recognize that strong positive relationships with students and families are vital to student success. The Mission of William Wells Brown Elementary School is to educate all students to proficiency in all content areas by providing systematic, explicit and rigorous instruction as measured by national, state and district assessments. The Vision of William Wells Brown Elementary School is to foster a positive environment where students, families, school staff and community members work together to inspire our students to be lifelong learners. To address Behavior and Social needs of students, our school uses the Second Step Social Skills Program. Second Step addresses Tier 1 needs. We have district recognized "Run for the Roses" behavior plan that totally focuses on positive student behavior. We are a PBIS school, focusing on positive reinforcements to help our students be successful. The PBIS Team meets monthly and reports out during staff meeting once each month. We are also a CHAMP school. All expectations are taught using the CHAMP acronym. We have school-wide expectations posted for common areas such as the halls, restrooms, cafeteria, gym, and playground. Data is promising. Our school is working with district leaders to strengthen our Systematic Problem Solving process. District support helps monitor data and recommend additional support for students that are not experiencing the academic or growth expected.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The school has not closed any gaps according to KPREP. 17-18 MAP data shows an increased percentage of students meeting or exceeding their expected growth. However, we did not see that same growth on KPREP. We continue to have students underperforming in multiple areas.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our gap groups include the following: African American, Hispanic, Students with Disability, Free/Reduced Price Meal students, Limited English Proficiency, and All Students (majority fall within 2 or more gap groups).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our gap groups include the following: African American, Hispanic, Students with Disability Free/Reduced Price Meal students, Limited English Proficiency, and All Students (majority fall within 2 or more gap groups). All areas of KPREP (Reading, Math, Social Studies, Language Mechanics, Writing) have room for growth. We've seen promising growth on MAP, but still need to move a large percentage of students to proficiency on the state assessment.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

During the 17-18 school year, our staff participated in KAGAN Cooperative Learning training to support collaborative learning opportunities in the classroom. We continue to visit KAGAN strategies during the 18-19 year. As well, throughout the year, staff participate in grade level PDs

on the ELA and Math standards. Our school is working with district leaders to strengthen our Systematic Problem Solving process. District support will help monitor data and recommend additional support for students that are not experiencing the academic or behavioral growth expected. Our ESS program provides support for students in grades K-5. Students will get additional reading and math support from certified staff using Imagine Learning and Success Maker Math.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

William Wells Brown Elementary is one of the district's newer schools, replacing Johnson Elementary and Russell Elementary, and is a joint project between the Fayette County Public Schools and the Lexington-Fayette Urban County Government. The surrounding community has been in transition for the past several years. The school sits on the grounds of the old BluegrassAspendale Housing Project. After the housing project was demolished, new higher quality public housing was built, along with several new single family homes. As well, some of the older homes in the area have been updated. Even with these changes, the surrounding community continues to struggle. The neighborhood is a high-crime area. The majority of our families qualify for free/ reduced lunch. The neighborhood has a high rate of unemployment. Brigance Data indicates that many of our students enter kindergarten with scores significantly below expectations. Many of our students are transient. Some move in and out of the neighborhood or even to other states. Some of our students have experienced trauma that negatively impacts their learning. We do not see any of these things as excuses, but recognize the struggles we face and work hard to maintain structures to help our students overcome barriers. We love our students work and want each of them to be successful.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

WWB has monthly Advisory Council meetings to discuss progress on the CSIP with staff, parents, and the community. Staff meetings will be held throughout the year to discuss progress on the CSIP and to adjust plans as needed, with input from the staff. On-going community initiatives include the Reading Writing and Rewards program, One to One reading tutoring, Big Brothers Big Sisters, and a host of others. Our leadership team (Principal, TPGES Coach, SBIS, and MTSS Lead) will assist staff in implementing strategies to meet the needs of our gap students. This team will work with staff to monitor data of our gap students. Data from formative and summative assessments will be collected and reviewed to guide instructional planning during PLCs. PLCs will focus on the 4 Big Questions to support student achievement. (What do we want students to learn? How will we know they've learned it? What will we do when they have? What will we do when they haven't?) Our district provides a SBIS (School Based Instructional Specialist) to support teachers. The SBIS helps with lesson planning, data analysis, professional development, small group instruction, modeling lessons, and co-teaching lessons. The school collaborated with the district and Parks and Recreation to write a 21st Century Community Learning Center Grant to provide extended services to our students. Services include reading and math support and enrichment opportunities. Health First Bluegrass has a Healthy Kids Clinic in our school to address the health and wellness needs of our students and community. The district purchased our ELA program (Reading Wonders) and our math programs (Envisions and Investigations). The district has held Trauma-informed Care PD with our staff to support the social/emotional needs of students, through the Project Aware Grant. The grant provides wrap around services for students



and families within and outside of school. We work with a district support team each year to address school-wide instructional needs.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Goal 1: Increase Proficiency in Combined Reading and Math from 21.6 to 60.8 by 2022-2023, as measured by state required academic assessments. Goal 2: Increase Proficiency in the Separate Academic Indicator (Science, Social Studies, Writing) from 17.2 to 44.8 by 2022-2-23, as measure by state required academic assessments. Goal 3: Increase the Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 21.35 to 60.675 by 2022-2023, as measured by state required academic assessments. Goal 5: Decrease the percentage of students classified as than Catch Up to Catch up from 48.85% to 24.425% by 2023, as measured by state required academic assessments. Goal 6: Increase the percentage of 5th grade students who are “transition ready” in Math from 32% to 82% and in Reading from 28% to 78%, as measured by Proficiency on district required academic assessments, by the 2022-2023 school year. Our district uses the NWEA MAP Assessment.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

\*See attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Executive Summary for School- WWB 18-19

Phase Three: Executive Summary for Schools

### **William Wells Brown Elementary**

Jay Jones  
555 East Fifth St  
Lexington, Kentucky, 40508  
United States of America

Last Modified: 12/10/2018

Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Enrollment: 280 students The majority of students qualify for free/reduced lunch 66% African American, 16% White, 12% Hispanic, 6% other William Wells Brown Elementary is one of the district's newer schools, replacing Johnson Elementary and Russell Elementary, and is a joint project between the Fayette County Public Schools and the Lexington-Fayette Urban County Government. The surrounding community has been in transition in recent years. The school sits on the grounds of the old Kentucky Association Race Track. After the track burned, Bluegrass-Aspendale Housing Project was built on the property. After the housing project was demolished, new higher quality public housing was built, along with several new single family homes. As well, some of the older homes in the area have been updated. The community is working to create a safer, cleaner neighborhood. We are a true neighborhood school, where the majority of students live within walking distance. Many of our students live in the surrounding public housing. Our school is located just blocks from downtown Lexington, in the East End Neighborhood. The East End is rich in history and culture. Prominent African American horse jockey, Isaac Murphy, lived in the neighborhood. The historic Lyric Theatre, Charles Young Community Center, and African Cemetery Number 2 are just a few blocks from the school. Our school is also in close proximity to the University of Kentucky and Transylvania University.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school motto is "Make Things Happen!" The staff of William Wells Brown work for the success of our students, families, and surrounding community. The Mission of William Wells Brown Elementary School is to educate all students to proficiency in all content areas by providing systematic, explicit and rigorous instruction as measured by national, state and district assessments. The Vision of William Wells Brown Elementary School is to foster a positive environment where students, families, school staff and community members work together to inspire our students to be lifelong learners. The school was named in honor of a Kentucky native, William Wells Brown, who was the first African-American to publish a novel, a play, a travel book, a book-length historical account of the Civil War, a military study, and a study of African-American sociology. Brown advocated prison reform, temperance, and equal rights for women. He was a dynamic spokesman for the abolitionist movement and was a contemporary of Frederick Douglass. Our \$15 million facility includes a community center complete with a full-size gymnasium, a multipurpose room and a kitchen classroom for adult and youth education programs. We also house a Healthy Kids Clinic, which provides many services for students during the school day. We are the first true community school of its kind in the district. We have a state-of-the-art facility that is used by students during the day and by the community in the evenings. The community center holds programming for all ages. Programming focuses on health and wellness, academic support,

social skills, mentoring, and recreation. This partnership increases family and community involvement in the school, which will increase achievement for all students and the community at large. William Wells Brown Elementary is very proud of the strong network of support that has been established for our students. We currently have several community partners including Alpha Phi Alpha Fraternity, The University of Kentucky, The Living Arts and Science Center, LFUCG Parks and Recreation, The Partnership for Successful Schools, The United Way of the Bluegrass, The E7 Tutoring Center, The Lexington School, Health First Bluegrass, The Lexington Legends, Shiloh Baptist Church, The WWB Neighborhood Association, Big Brothers Big Sisters, and many others. In 2014, our school received a 21st Century Community Learning Center grant that provides extended learning opportunities and enrichment for our students. The grant funds an after-school program 4 days each week and a 5-6 week summer school program each year. We are very proud of our 21st Century Community Learning Program and believe it is one of the strongest in our district. Multiple community groups and volunteers support our program.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the 13-14 school year, William Wells Brown was classified as the lowest-performing school in the state. However, on the 14-15 KPREP, our score increased by 19.2 points. As was reported to the public on October 1, 2015, our school scored 54.6 on KPREP. The previous year we scored 35.4. We're excited about the growth we've made, but acknowledge that we are still a Focus School and a Needs Improvement School. We continue to have a large number of students underperforming in reading and math. With our growth, we are now classified as a High Progress School by the state. We were no longer the lowest-performing school in the state, but moved from the 1st percentile to the 20th percentile. We still have work to do, but this amount of growth reflects a strong focus on student achievement. In 15- 16, we experienced another decrease in scores. During the 13-14 school year, our district awarded our school a grant to purchase Reading Mastery for our struggling students. We used student achievement data to place students into reading groups that use Reading Mastery, a direct instruction program. In this program, mastery of skills must be displayed before students progress to the next lesson. We are seeing student success on a regular basis, and have fewer students needing Reading Mastery currently than in the 13-14 school year. During the 14-15 school year, the United Way of the Bluegrass and William Wells Brown partnered to increase the number of community partners and volunteers who support our school. Support is evident in the form of after-school tutoring, classroom volunteers, mentoring programs, reading programs, donations of school supplies, and financial contributions. In the spring of 2014, our school received a 21st Century Community Learning Center grant for grades 3-5. In 2017, we received an expansion grant to service grades K-2. "The 21st Century Community Learning Center program provides academic, artistic and cultural enrichment opportunities for children, particularly students who attend high-poverty and low performing schools, to meet state and local standards in core academic subjects; to provide students with homework assistance and a broad array of activities that can complement their regular academic programs and promote youth development; and to offer literacy and other educational services to the families of participating children. Programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas." With this grant, we are providing additional instructional time to our students through after-school programming and summer school. The grant funds additional core instruction in reading and math, but also opportunities for hands-on projects and activities. We are using the grant as follows: -Support and enhance the academic

achievements of participating students -Increase social, cultural, health/wellness, and recreational opportunities for participating students -Increase family literacy and educational involvement opportunities for the families of participating students. Specific objectives of the grant are as follows: -Regularly participating students will demonstrate increased performance on either FAST or K-PREP math assessments. -Regularly participating students will demonstrate increased performance on either FAST or K-PREP reading assessments. -Increase the number of regularly participating students who demonstrate improvement on health/wellness factors via surveys - Decrease the number of unexcused absences among participating students. -Decrease the number of SAFE referrals for behavior incidents for participating students. -Increase the number of parents/family members of regularly participating students who participate in GED, English and job skills classes. -Increase the number of parents/family members of regularly participating students who participate in at least 2 school activities annually. All these efforts are intended to support our goals of increasing the academic success of our students and building a strong surrounding community. In fall 2015, Eastern Kentucky University and the Lexington Police Department partnered to support our Academic Challenge Team. A student from the team was to be selected to receive a full tuition scholarship to ECU upon graduation from high school. In fall 2016, we received a small grant from the United Way of the Bluegrass to provide additional funding for Extended School Services (ESS) for students in K-2. On the 16-17 KPREP, our school's On-Demand Writing scores were higher than both the district and the state average. On the 17-18 MAP assessment, our school showed greater growth than ever before in both reading and math. Every grade level met or exceeded their expected growth in both areas. Our Brigance Kindergarten Screener shows an increase in school readiness from 17.6% in 16-17 to 29.4% in 17-18. From 2013-2016, we decreased out of school suspensions by 85%. We are working hard to have a strong PBIS system in place to support a safe and civil learning environment. We want to students to be in class where the learning occurs. During the 16-17 school year, our school had only 4 out of school suspension. During the 2017-2018 year, our school had only 2 out of school suspensions. During the 17-18 school year, the district identified our Tier 1 PBIS plan as a model program, and our PBIS program earned Silver status recognition by the state. Our school is the only true Community School in the district. We have a network of support for the students and families in our attendance area. As a district Empowerment Zone school, there are a number of programs and services our families benefit from.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Each morning at William Wells Brown Elementary, our students state the following daily affirmation: Students, who are you? I am a student at William Wells Brown. My mind is strong. My body is strong. My heart is strong. I am surrounded by people who love me and want me to succeed. Students, what are you doing? I'm being respectful. What are you doing? I'm being responsible. What are you doing? I'm becoming the adult I'm supposed to be. What are you doing? I'm preparing for college. What do we do at William Wells Brown? Make Things Happen!

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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